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ABSTRACT

The program described in this document is designed to give student teachers an opportunity to enrich their general background and their specialized interest while gaining an experience as a teacher in an environment which will give them new and varied opportunities to observe teaching methods. The first 11 students were placed overseas in January 1969, and a total of 70 students from nine institutions have since taken part in the program. English is used in all the participating schools, but the cultural backgrounds vary greatly. The foreign center for the program is the International Schools Association in Geneva, Switzerland, and faculty members from Morehead State College visit Europe each year. The program is regarded as an important first step in the development of an international program centered around the clinical experience, which promotes international understanding at both the cognitive and affective levels by immersing the student in a unique experience in a foreign country. Included in the document are a table showing the placement of students, a copy of the application form and the recommendation form, the first draft of a handbook, "Student Teaching Abroad," and a randomly selected example of a report from a program participant on her teaching experience during the winter quarter of 1970. (MBM)

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STUDENT TEACHING ABROAD PROGRAM

MOORHEAD STATE COLLEGE

MINNESOTA

Submitted to:

The American Association of Colleges
for Teacher Education

for consideration in the Special International
Education Awards, 1971

Submitted by:

Moorhead State College
Moorhead, Minnesota

November, 1970

SP004455

DESCRIPTION AND DEVELOPMENT OF THE PROGRAM

The program entitled "Student Teaching Abroad" was conceptualized and initiated at Moorhead State College by Dr. G. K. Haukebo during 1968 - 1969. The first students, representing the student bodies of both Moorhead State College and neighboring Concordia College were placed in foreign teaching assignments beginning soon after the first of January 1969. A total of eleven MSC students and five students from Concordia were placed in the initial group. Later that spring, four students from the University of North Dakota and two from North Dakota State University were placed in similar positions for their student teaching experience. To the present time, a total of seventy students from the campuses of a total of nine institutions of higher learning have been placed in this program. An additional forty students have applied for placement during the winter and spring terms of the current academic year. Each of the students in the program is placed in truly "international" schools. The lingua franca is English in every case, but the cultural background of the students varies greatly. The common denominator for all the students is that they have English as a first or second language. The philosophy of each of the schools is western, with a basis in either the British or the American system of education (usually the former). The unusual background of the students coupled with the highly selective practices in the screening of the candidates for teaching positions in the various schools provides an unusually high quality educational experience for the students enrolled in Student Teaching Abroad.

During the very early stages of the STA program, a liaison was formed with the International Schools Association of Geneva, Switzerland and with the executive secretary of that organization. This office has since become the foreign center for the entire program. Mr. J. Desmond Cole-Baker, the executive secretary of the International Schools Association, is officially a member of the faculty of Moorhead State College and functions as an on-site supervisor of the program on a part-time basis. His primary duty is to handle the assignment of the students, and insofar as possible to serve as the student teaching supervisor for these young men and women during their stay abroad. His efforts are supplemented by those of faculty members of the MSC campus who are present in Europe particularly to assist in this program during part of the year. As this program approaches maturity, the direct influence of MSC resident faculty will become more and more important and will, in the very near future, result in the full-time assignment of one or more faculty members to duty on the continent of Europe.

Before official application is made by the student, the sending institution (or department in the case of MSC) must certify that the student is qualified on the basis of each school's requirements to enter into student teaching. In the case of each of the candidates then, certain academic and personal data is collected and submitted to the host school before final acceptance. If accepted, particulars of the assignment, such as the name of the head of the school, supervising teacher, reporting dates, level of assignment and the like are sent back to this country and relayed to the student and the sending institutions. In every instance, the primary responsibility for the assignment itself rests in the Office of Clinical Experience at Moorhead State College.

Student Teaching Abroad is supported not only in the regular academic programs of Moorhead State College, but also in innovative summer programs with an international bent, and staffed during the past two summers by figures in international education as Mr. Ryon Kim of UNESCO in Paris, France; Dr. Bernard Fisher, Head of the College of Education at the University of Leicester in England; Madam R. Cohen, Directoress of the Ecole Bilangue in Paris; Mr. R. T. Shade, Administrator of the International School of Geneva, Switzerland; Dr. Jack Kerr, former Head of the College of Education in Leicester; and Dr. and Mrs. Maurice Dartigue, formerly with UNESCO in Paris. These "visiting professors" have served to enrich the conventional course offerings of the institution and to inspire and counsel those students from Moorhead State College and those from the surrounding area as they consider, usually for the first time, an experience that is international in scope and cosmopolitan in design.

Program planning for STA involves not only the expansion of the present student teaching program, but also the incorporation of an International Professional Internship experience. During the past year the state colleges of Minnesota have embarked upon an internship program designed to provide in-depth experiences for upper-class students from a number of disciplines. Although formal approval for academic credit is given to internships individually, these experiences are available to students in economics, music, art, business management, sociology and a number of other fields. Planning sessions have been held and designs are currently being developed that will bring the entire internship program into the international realm.

Attached to this program description are several items intended to further amplify this document. The first of these, labeled Appendix A is a tabular representation of the placement of students in STA from the date of it's inception through the Fall Quarter of the current academic year. It may be noted there that the

program is not a rapidly expanding one. It must beemphasized that no real effort has been made to expand horizontally. It has been determined that the program must have real depth and sophistication before meaningful expansion can take place.

Appendix B is the application form for STA. Much of the screening for the program is done outside the written application procedure, so this is not reflected in the form itself. Appendix C is an integral part of the application and consists of a "recommendation" form that is sent out to two of the persons named on the application form.

It would be well to note also that the student is individually responsible for all travel and accomodation arrangements and costs. The staff of the college assists the students in this regard however, and has made special arrangements with a travel agency that enables the students to arrange travel with a minimum of delay. In-country accommodations are made in cooperation and with the assistance of supervisory staff of the schools to which the student is to be assigned.

Another inclusion is Appendix D, the first draft of a specific "handbook" for Student Teaching Abroad. At this point the handbook is quite general in nature and makes an effort to cover those items of immediate concern to the student making his first trip outside the continental United States as well as his first venture into student teaching. The handbook is currently under revision, and when completed will include more specific material in each of the areas.

The final item in this submission, Appendix E, is a random example of a "report" turned in by one of the student teachers in the project during Winter Quarter 1970. This young woman, majoring in Art Education, was assigned

to Milan, Italy. Her Observations are best understood by reading through the attached report.

In conclusion, it must be stated that although "Student Teaching Abroad" is not as refined as it might and will be, it represents an important first step in the development of an international program centered around the clinical experience. The program, as it exists today demonstrates three major strengths:

A. It is an innovative and valid approach to the provision of the clinical element in the college's teacher education program.

B. It is a working example of a program based on a single college campus which is in fact a cooperative endeavor involving a number of public and private institutions of higher learning.

C. It is a program that promotes international understanding at both the cognative and affective level by immersing the student in a unique experience in a foreign country, but holds him at a cultural level in which he may successfully function.

With this then, we submit this program description as our application for the special award to be given by AACTE in this "International Education Year".

STUDENT TEACHING ABROAD — STATUS REPORT — 1969-1970

APPENDIX A

City Abroad	W69	S69	F69	W70	S70	F70
Belfast	0	0	0	1	0	0
Berlin	0	0	0	1	0	1
Bristol	0	0	0	0	0	1
Canary Islands	0	0	0	0	0	2
Cevenol	0	0	0	0	1	1
Ceylon	0	0	0	0	0	1
Copenhagen	0	0	0	0	1	0
Dublin	0	0	0	1	0	0
Geneva	5	1	2	2	3	0
Ghana	0	0	0	0	2	0
Hamburg	0	0	0	0	0	1
Las Palmas	2	0	3	0	0	0
Lausanne	0	1	1	0	0	0
London	4	0	0	6	0	2
Madrid	2	0	0	0	1	0
Milan	0	0	0	2	0	0
Nicosia	1	0	1	0	0	0
Nigeria	0	0	0	0	1	0
Oslo	0	0	0	1	0	0
Paris	3	0	1	0	0	0
Rome	2	0	2	0	0	0
Stockholm	0	0	1	0	0	0
Tehran	0	1	0	0	0	0
Winterbourne (Ireland)	0	0	0	1	0	0
Yokohama	0	0	0	0	0	1
Zurich	0	0	0	2	0	1
Total	19	3	11	17	9	11

College	W69	S69	F69	W70	S70	F70	Total
Concordia	1	0	0	0	1	0	2
Jamestown	0	0	2	0	0	0	2
Moorhead State College	14	1	6	6	2	5	34
North Dakota State University	0	2	1	2	4	2	11
Saint Cloud State College	0	0	0	3	0	2	5
University of Minnesota	0	0	0	1	0	0	1
University of North Dakota	4	0	2	0	0	0	6
Winona	0	0	0	1	0	0	1
Witten University	0	0	0	2	2	4	8
							70

APPENDIX B

APPLICATION FOR STUDENT TEACHING ABROAD

Co-sponsors:

Moorhead State College
Moorhead, Minnesota 56560

The International Schools Association
Geneva, Switzerland

PLEASE TYPE OR PRINT

Name_____ Age____ Date of application_____
Current address _____ Phone_____
Permanent address_____ Phone_____

Name of college or university_____

Available for assignment during what college term?_____ Year_____
Earliest possible date you can leave the U.S. _____
Latest possible return date to U.S._____

College major(s)_____ minor(s)_____
Number of college credits completed by time of student teaching assignment_____
In major_____ Quarter or semester system_____
Grade point average at time of application: Major_____ Cumulative_____
System where "A" is _____ points per credit.
Perparation for teaching age level: 6-12___ 12-18___ 6-18___ Preference_____

Summary of college courses: List how many college credits you will have taken by the time of student teaching. If not listed, write in.

___English & Lit.
___Journalism
___Speech and drama
___Speech pathology

___French
___German
___Latin
___Russian
___Spanish

___History (total)
___American
___English
___European
___African

___American Government
___Economics
___Political Science
___Sociology

___Philosophy
___Psychology
___Religion
___Mathematics

___Agriculture
___Botany
___Biology
___Chemistry
___General Science
___Geology
___Geography
___Physics
___Physiology
___Zoology

___Humanities
___Art
___Music
___Library
___Industrial arts
___Business (total)
___Book/Acct.
___Econ. Geog.
___Bus. Law
___Shorthand
___Typing
___Office Practice
___Business machines

___Data processing

___Child welfare
___Home Economics
___Foods
___Clothing

___Physical Educ.
___Health
___Driver Educ.
___Education (total)
___Methods

Elementary methods in

What extra-curricular activities can you offer? _____

To what age group?_____

Briefly describe special interests, talents, work experience and extra curricular activities:

What special honors, scholarships or academic recognition have you received:

List two character references who have agreed to write in your behalf:

Name Address

1. _____

2. _____

Assignment preferences: Briefly describe locations you would prefer:

Check those countries in which an assignment would be acceptable:

____Canada	____India	____Pakistan
____Ceylon	____Iran	____Sierra Leone
____Chile	____Italy	____Sweden
____Cyprus	____Japan	____Switzerland
____Denmark	____Kenya	____Tanzania
____France	____Lebanon	____Uruguay
____Germany	____Netherlands	____Venezuela
____Ghana	____Nigeria	____Yugoslavia
____Great Britain	____Canary Islands	____Spain

In order for your application to be complete, the following documents are necessary:

1. If you are under 21 years of age, a letter from parent or guardian approving your application.
2. A copy of your college transcript.
3. An autobiography which summarizes your background: schools attended-offices held held, interests outside school, hobbies, travel in the United States, travel abroad, languages spoken, any other information you feel is appropriate.

Your signature _____

- -

To be completed by Director of Student Teaching at your college.

This person is eligible for student teaching at our institution and is allowed to participate in the program of Student Teaching Abroad.

_____ _____

Date Director of Student Teaching

_____

College

Send this application to: Student Teaching Abroad
Student Teaching Office
Moorhead State College
Moorhead, Minnesota 56560

APPENDIX C

STUDENT TEACHING ABROAD

Moorhead State College
Moorhead, Minnesota 56560

The person whose name appears below has applied for a student teaching assignment in an overseas school. Your name was one of two listed as a character reference in support of the application. We seek the following information:

1. Length of time you have known the student?
2. In what relationship?
3. Outstanding qualities and weaker characteristics which would be of particular help in ensuring the most appropriate assignment abroad.
4. Any other comments which you feel would be particularly appropriate about the applicant who will, in a sense, be an ambassador for his country.

The information is needed before a final decision will be made. A return envelope is enclosed. Thank you for your help.

_____

A confidential statement concerning_____

_____

APPENDIX D

S T U D E N T T E A C H E R S A B R O A D

H A N D B O O K

(STUDENT SECTION)

Purpose of the Student Teachers Abroad Program: To give student teachers an opportunity to enrich their general background and their specialized interest while gaining experience as a teacher in an environment which will give them new and varied opportunities to observe teaching methods.

Purpose of this handbook: To acquaint the student teacher with aspects of his student-teaching assignment not covered by the regular student-teaching handbook in use at his college. It is assumed that student teachers going abroad will have read carefully the handbook prepared for use by the student teaching department of his college.

Note: In the remainder of this handbook, STA will be the abbreviation for Student Teachers Abroad or Student Teaching Abroad.

Responsibilities of the Student Teacher

STA will, of necessity, be more self-reliant than is usual for student teachers. A part of self-reliance is responsibility for communicating with other adults who have responsibility for the student and for the program. To this end, as a STA, you are expected:

1. To send a weekly letter to your Director of Student Teaching, telling about your experiences in and out of school which are a part of the educational experience of the assignment.
2. To communicate with your parents or guardian at regular intervals so that your parents will not become alarmed.

3. To notify the Director of Student Teaching at Moorhead State College at once in the case of any serious problem.
4. To notify your school-abroad principal, before classes convene on any day, if you are ill and cannot be present at school.
5. To be in regular attendance at the school during the entire school day.
6. To seek out, at regular intervals, the principal and others who have responsibilities for the STA program in order to obtain suggestions and hints for the best use of your time.

Planning

The STA will have to spend some time regularly in the term before his student teaching to make adequate preparations. The following are general suggestions about:

1. Travel. The cheapest transatlantic fares to Europe are by Icelandic Airways. The only drawback is that they only land at Glasgow, Scotland, and in Luxembourg. The passenger must then pay transportation to his destination.

Travel can be arranged by an airline's office of by any reputable travel agency. The latter is easier, but the agency may charge a fee if you have paid your money and then cannot go.

You should make your travel plans well in advance and plan to arrive at your final destination at least 48 hours (not including Sunday), before you are expected to arrive at the school. Select a flight which will put you in your city in the morning hours.

Buy a round-trip ticket before you leave here. (You may have spent too much money to do this later, and also, it is somewhat cheaper.)

2. Passport. This costs $10 and should be applied for several weeks before your departure. Any U.S. Post Office will have the State Department forms for you to fill out. You will need two passport pictures (full-face view and regulation size), as well as a birth certificate. A somewhat easier way to do this is to go to the Clerk of Courts in the County Court House where the forms will be filled out for you and the papers checked and sent. They charge $1.00 for this service.

Your passport is a valuable document and should be in your possession at all times when travelling. (Never lay it on your seat or leave it in a coat pocket on a luggage rack.) It is well to memorize your passport number. Be sure to fill out the page of essential information in the front of the passport.

IF YOU SHOULD LOSE YOUR PASSPORT, THE EMBASSY IN THE CITY WHERE YOU ARE SHOULD BE NOTIFIED THE SAME DAY THAT YOU DISCOVER YOUR LOSS. IT SOMETIMES TAKES TWO OR THREE WEEKS TO HAVE A PASSPORT REPLACED.

3. Health. You will need a smallpox vaccination duly registered on an official health certificate (your doctor should have these), and this MUST be stamped by the U.S. Department of Health Doctor (in Fargo Civic Center). It is also a strongly advised fact that you have a gamma globin shot as a precaution against hepatitis, but this is not required. Check with your college health office as you may be able to obtain shots without cost.

4. Housing Abroad. It eats up money to stay in hotels. You should make your own housing arrangements before you leave Moorhead. The student teaching office has some excellent suggestions of economical places to live. These plans should be made as soon as possible after you have been accepted as a STA.

5. Clothing. Your luggage will be limited to 44 pounds. Try to pack so that you will have less than this and can purchase a few things in the country where you will be living.

From an almanac get the average temperature in your country and your city for the three months you will be abroad, and select your clothing accordingly. In Western Europe, sidewalks will be wet most of the time. There will be rain and mist, but very little ice and snow. Some schools may have a winter vacation, and you may wish to go to the mountains if you can afford it. If this is the case, then you may need warm ski clothing. Your room where you live, by standards of this area, will be cold, and you will be glad to have warm sleeping garments and perhaps a hot water bottle.

The teachers in Europe are conservative in dress, and your clothing should reflect your understanding of this--no beards, unless there are other beards on the staff; no mini skirts unless there are others even more so.

6. Reading. In the term before going abroad, the student teacher will be well-advised to read about the country and the city where he is to be located. There are several ways to do this:

a. Read the articles about the country and city in at least two good encyclopedias.

b. Go to someone on the faculty who knows this country and city well, and ask for some help in selecting books to read as an introduction.

c. Use the Reader's Guide for current articles, particularly on the political life of the country.

d. Ask a reference librarian for help.

e. Write to the Embassy of the country, in Washington D.C., addressing the letter to the Information Department, and ask for material on the city, telling why you want it.

The First 48 Hours Abroad

Upon arrival at the airport, the STA is advised to take the airport bus into the city and a taxi from there to your lodgings. There will be a bank at the airport where dollars may be exchanged for the currency of the country.

After settling in your room, you should buy at a newsstand or elsewhere a map of the city and a guide to the public transportation. These should be studied with care and some trial "runs" to the school should be made from the lodging.

You should also go to the Embassy of the U.S. within the first two days and sign the Resident's Register. (In case of emergency, this is a wise precaution.) You should also ask to see the Officer in Charge of Educational Affairs at the Embassy; try to spend a few minutes with him, and tell him about the project.

Some of the first 48 hours will need to be used for sleeping as a result of the six-hour time change.

Life Abroad

You will be earning student teaching credit while abroad. For this reason, your first responsibility at all times is to the teaching assignment. You will be seeing methods new to you and working under circumstances which are different from your home area. All of this will be time-consuming and fatiguing.

But it is hoped that each of you will use your leisure time and weekends for some serious sightseeing. Through reading before departure, you should have some plans for this which will have been checked with your college supervisor. These should include visiting historical spots, churches, art galleries, and museums. Some young people are shy about sightseeing alone, and for this reason it is hoped that in cities where there is more than one STA, the group will plan to do this together on a regular basis.

It is also hoped that you will make some contacts so that you will be invited into some homes. Going to church and showing a personal interest in the students in the school are good ways to bring this about.

All STA's are asked to keep a daily journal (or notebook) of experiences. This should include comments on the school life, your role in the school and the classroom, and in addition, it should include comments on sight-seeing, opportunities to meet the people of the country, (in church, at the theater, in their homes.) Moorhead State College expects to send a staff member to Europe to visit each STA for a day or two during the term, and that person will want to see the journal. In addition, the staff member evaluating this program will wish to see the journal at the end of your term of student teaching.

You are urged to use your free periods at the school whenever possible to observe various teachers and several age groups. Keep asking yourself:

What is different from the way it is done at home?

What is new, and how can I use it to enrich my teaching when I have a class of my own?

It is hoped that many of you will have an opportunity to teach under the supervision of two or more teachers. The responsibility is yours to go to <u>any</u> supervisor who has observed you teach and ask for criticisms and suggestions.

Miscellaneous Information

Much of the student life abroad centers around cafes. While STA's are encouraged to join in this, you should remember that as a professional person, you must not do this during the week at the expense of school work or if it cuts down on your required sleep. Observe how the young teachers in the school spend their free time and be guided by this.

There are differences between manners in various countries. It is recommended that STA's observe quietly the differences and try to conform while a guest in a foreign country. Here are a few:

Professional people, in Europe, never chew gum in public, not even on a bus.

In England, the fork remains in the left hand during a meal, and food is pushed on the back of the fork. (A good rule in every country: Observe how the fork is held, and do likewise, lest people misunderstand your difference and label it as ignorance.)

When one is invited into a home, it is customary to bring a bouquet of flowers--always an odd number, but less than a dozen. This may be omitted if the guest plans to invite his host and hostess for a similar occasion.

In France, between courses at a meal, or when not using a hand in eating, the wrist remains at the edge of the table with the hand resting lightly on the table.

All over Western Europe, the elbows are kept close to the sides of the body while eating. (This is harder than you think.)

It would be expected that a student teacher would stand while speaking to a teacher of either sex who was standing.

BE A GOOD AMBASSADOR FOR YOUR COUNTRY BY OBSERVING THE RULES OF THE FOREIGN COUNTRY. This includes refraining from active participation in affairs of the foreign country, but rather, behaving like a guest at all times.

Before Your Return Trip

The last week abroad of the STA is a full week. Student teachers are not expected to have time off to complete personal arrangements. This should be done by adequate planning in advance.

Travel plans should be made well in advance and (1) The College Supervisor should be notified when you will return to the campus--giving date and flight number. It is also well to tell what airline and flight number the student is using for his return Atlantic crossing. (2) Parents or guardians should be given this same information. (3) The principal, teachers with whom you have worked, and other people in the school or in the city who have been friendly should be sought out and thanked.

You should go to the Embassy and notify the person in charge of the Resident's Register that you are leaving the city permanently.

Be sure to find out from the U.S. Embassy just how much in purchases you may bring home duty-free. Keep a list of these purchases together with the sales slips to show to customs officers.

When you get back on campus, report to the Student Teaching Office. We will want to hear all about Student Teachers Abroad!

APPENDIX E

STAB

Student Teaching Reguirements

Course 450 and 451

Winter Quarter 1970

Judith Volk

International School of Milan

Supervisor: Miss Whiting

Major subject: Art

College supervisor: Professor Haukebo

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J. Volk

Unit on Drawing

Grades: 10, 11, and 12

Purpose: To relate the general concepts of drawing into the classroom and independent use. To help the students develop skill and confidence in drawing by guidance and understanding of basic procedures. To give the student experience with various media of drawing.

Materials:

1. Drawing board (20 inches by 26 inches)
2. Thumb tacks
3. Newsprint pad
4. Smooth and textured drawing paper
5. HB and 6B graphite drawing pencils
6. Large soft eraser
7. Stick charcoal (soft)
8. Fixatif
9. India ink
10. Pen
11. Medium sized pointed brush (No.10)
12. Chalk or pastels
13. Wax crayons

Motivation: The classes visited several art galleries in Milan that were showing drawings; the "Brera" and "Biblioteca Ambrosiana". We had discussions on the galleries and the various types of drawings we had seen. We displayed drawings of old masters and contemporary artists. The students were invited to bring materials that they wanted to experiment with to develop creative drawings of their own.

J. Volk

Procedure: (during this unit)

Class 1. Use of the newsprint pad and graphite pencils. Experiments with different types of line; thin, thick, short and long. Also use of the pen, brush and ink to produce various types of calligraphic line; descriptive, lyric, flowing, emphatic, meandering. I gave a demonstration and showed different examples from other sources. The students practiced making lines the first part of the period. The second half of the period they drew from a still-life making contour drawings in pencil and ink on smooth paper. The students were to try to get the feeling of the shapes by use of contour lines.

Class 2. Introduction of form and value by the use of stick charcoal on textured and smooth paper. The students were shown how to make gradations and chiaroscuro by using the side of the stick, by cross-hatching and rubbing.

Class 3. We went into detail on values to give form; stressing light, highlights, shadow, reflected light and cast shadows. Students were shown how values make patterns to give the drawing focal points. We talked about related values, value scales and contrast for emphasis. Students were assigned a value scale and a drawing with contrasting values during this period.

J. Volk

Class 4. Perspective in drawing. Lecture on forms in space, horizon lines, eye levels, vanishing points and overlapping forms to create a sense of space. Pictures were shown at this time and examples were demonstrated on the blackboard. The students were assigned a drawing of buildings using one and two point perspective.

Class 5. The interpretation of texture. Examples of texture were shown in class; bricks, wood, glass, feathers, cloth, leaves, rocks, shells, fur. Each student drew from one of the examples, trying to capture the feeling of its texture on paper. They used pen, brush and ink or pencil on their choice of paper. Wash drawing was shown in class.

Class 6. Students chose their own subject and media. They were to develop a visually exciting composition using the art elements introduced in the preceding five classes. Experiments in various media were encouraged. Use of chalk, pastels, pencil, wax crayons, brush, wash, pen and ink were suggested. Demonstrations and examples were shown.

Evaluation: The student's work was assayed on their control of the media and comprehension and use of the instructed art elements. The student was assayed on his industry, motivation, class behavior, development and progress.

J. Volk

Teaching Observations

Teachers instructed under the English college system seem to be ingrained with a quality American teachers do not seem to possess. That is the ability to make students depend upon themselves. This was made evident to me while teaching in Milan, Italy. Most of the instructors in this school were from English college background.

This independ atmosphere was recognizable many times while I was student teaching. Many times I was left with classes which seemed to carry on just as well as when the regular teacher was there. During the final two weeks of my student teaching one teacher was hospitalized. The Head Master, Mr. Baker, decided I should take her class. I taught all subjects to this sixth grade class. It would have been a difficult job for me to perform if the students had not been so helpful. The reason, I feel, the students and I were able to carry on their education for the two weeks; was the fact their regular teacher, whom I observed, had helped the students to work on their own. They knew what was expected of them even when there was no teacher there. They showed respect and concern for their teacher not because she was a teacher, but because she was a person who had respect, concern and understanding of her students. She was not the only teacher in this school who had this quality. I only wish the English teaching system had more influence in America.

J. Volk

Pupil Behavior and Progress

Pupil: Diderik P. (sixth grade)

His first art course. Interest in art, but no motivation. Often started projects, but never finished. Often noticed him staring into space or causing mischief.

His father was away from home often. Six other children in the family made him feel left out.

Dederik was allowed to take out his anger in painting. After a few sheets of ruined paper he applied himself to the art project assigned. After he found out he could work on what he wanted in art without following any strict directions, he became more contented and finished almost every project assigned.

I feel art can help many students with problems. To be able to organize your feelings into an art product gives the student a freedom from these feelings. Art can help a person in perception, in the ability to see and organize, in satisfaction and self-respect.